

## HEMINGWAY HIGH

Post Office Box 1509  
Hemingway, South Carolina 29554

**GRADES** 7-12 Middle School

**ENROLLMENT** 466 Students

**PRINCIPAL** Grady D. Richardson, Jr. 843-558-9413

**SUPERINTENDENT** Kenneth Gardner, Ed.D. 843-355-5571

**BOARD CHAIR** Lucille B. Scott 843-382-8303

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	35	10

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Good	Yes

## DEFINITIONS OF DISTRICT RATING TERMS

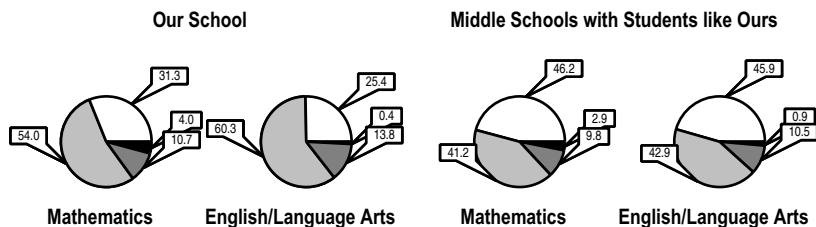
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

99.1%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Mathematics - State Performance Objective = 15.5%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	99.1	39.0	50.5	10.5	N/A	10.5
	Grade 8	N/A	99.2	47.4	47.4	5.2	N/A	5.2
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	99.3	31.1	59.1	9.1	0.8	9.8
	Grade 8	N/A	100.0	18.1	63.8	18.1	N/A	18.1

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	99.1	45.7	47.6	2.9	3.8	6.7
	Grade 8	N/A	99.2	44.0	45.7	10.3	N/A	10.3
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	99.3	39.4	46.2	9.1	5.3	14.4
	Grade 8	N/A	100.0	21.3	63.8	12.8	2.1	14.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 466)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	9.0%	14.6%
Retention rate	7.0%	Down from 8.5%	4.5%	3.0%
Attendance rate	96.8%	Up from 95.2%	95.2%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	17.3%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	15.9%		8.1%	5.3%
Eligible for gifted and talented	5.4%	Down from 6.0%	6.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	24.9%	Up from 22.8%	14.9%	13.9%
Older than usual for grade	12.2%	Up from 11.8%	7.7%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.6%	Up from 0.4%	1.2%	0.9%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	66.7%	Up from 62.8%	47.8%	48.7%
Continuing contract teachers	100.0%	Up from 90.7%	71.8%	81.7%
Highly qualified teachers**	87.9%	N/A	88.6%	90.4%
Teachers with emergency or provisional certificates	7.7%		11.3%	5.3%
Teachers returning from previous year	89.7%	Up from 87.5%	77.5%	85.1%
Teacher attendance rate	93.2%	Down from 96.5%	94.4%	94.8%
Average teacher salary	\$41,465	Up 3.6%	\$38,935	\$40,566
Prof. development days/teacher	11.3 days	Up from 8.7 days	11.5 days	11.0 days
School				
Principal's years at school	0.5	Down from 19.0	2.0	3.3
Student-teacher ratio in core subjects	29.7 to 1	Up from 28.2 to 1	18.6 to 1	21.3 to 1
Prime instructional time	88.7%	Down from 90.6%	87.5%	89.3%
Dollars spent per pupil*	\$5,688	Down 14.9%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	60.1%	Up from 56.5%	59.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	56.7%	Up from 50.4%	87.5%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Unsatisfactory	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	94.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Hemingway High School is to prepare all students for success in a changing world by providing a safe, healthy environment; an innovative, community-supported curriculum; and an exceptional staff. We believe that all students can learn. We believe that individuals are responsible for their actions and that everyone deserves respect. It is the belief of Hemingway High School that all differences should be respected and that it takes an entire community to educate a child. We feel that learning occurs best in a safe and healthy environment and that the total curriculum should allow each child the opportunity to develop his/her full potential. We believe that a sound education will lead to a successful and productive life, and we also believe in a Supreme Being.

Parents, teachers, administrators, staff members and the community have very high expectations for all of our students. Among our major accomplishments for 2003-2004 are: Palmetto Gold and Silver Award; SAT Improvement Award; college scholarships in excess of \$400,000; two Palmetto Fellows Scholarships; state FBLA officer; National Board Certification for two teachers; advance to state finals in boys' basketball for the second year in a row; several state medals in boys' and girls' track; and post-season tournaments for all athletic teams.

Plans for the upcoming school year include the following: implementation of a dual enrollment program for honors students in cooperation with Williamsburg Technical College; SAT/ACT preparation classes and workshops for college prep students; extensive review and remediation for all students taking the Exit Exam, HSAP, and PACT; increasing parental involvement and use of resources in our parenting center; and staff development on writing and assessment strategies, state standards, and technology integration.

Grady D. Richardson  
Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	38	85	98
Percent satisfied with learning environment	81.6%	54.1%	66.3%
Percent satisfied with social and physical environment	65.8%	52.4%	59.4%
Percent satisfied with home-school relations	48.6%	76.5%	59.4%

\*Only students at the highest middle school grade level at this school and their parents were included.